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This description of the Advanced Placement Program in Spanish for secondary school students furnishes (1) goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Spanish for 1969-70 as well as for 1968-69. For related documents see FL 001 482, FL 001 483, and FL 001 484. (RL)

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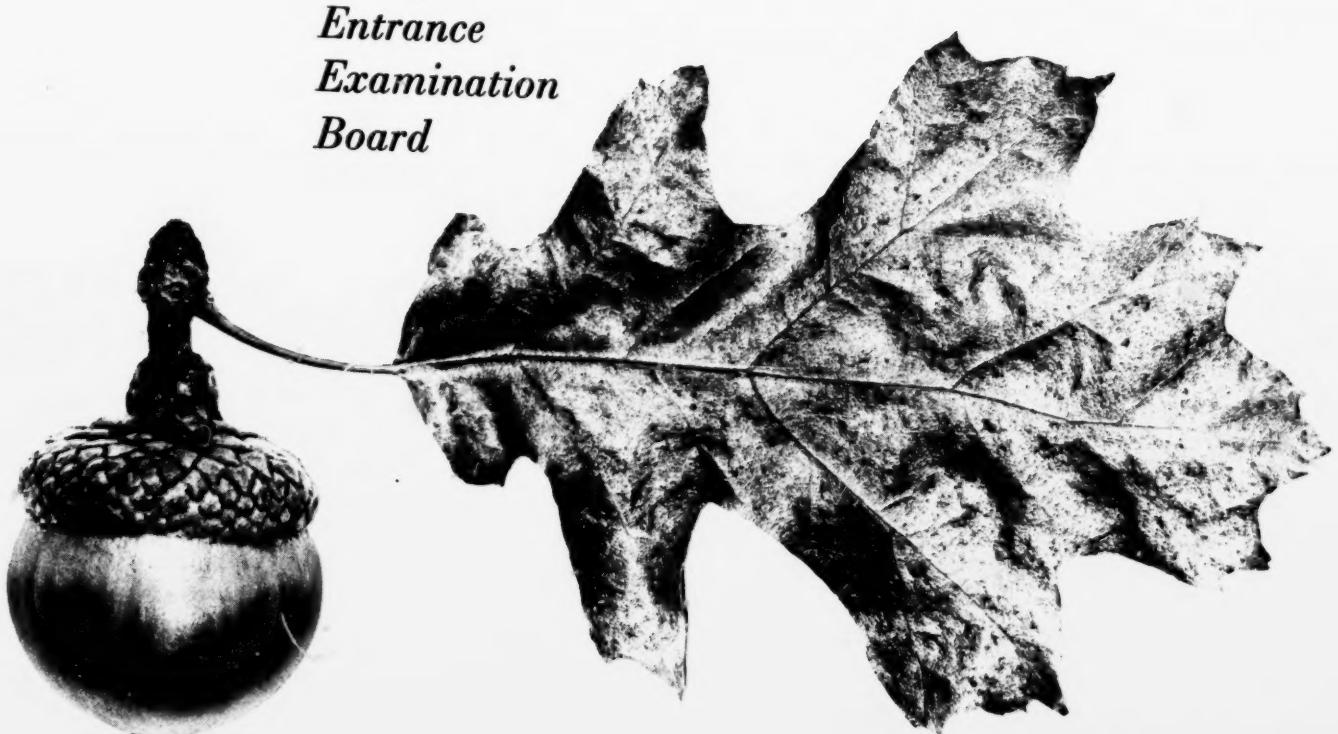

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1968-69 ADVANCED PLACEMENT SPANISH

Additional copies of this offprint leaflet may be ordered from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Similar offprints are available for each subject included in *1968–70 Advanced Placement Course Descriptions*. The price of offprints is 50 cents per copy. Please order by subject.

The following related publications may also be ordered from the Publications Order Office:

1968–70 Advanced Placement Course Descriptions. This book, consisting of 191 pages, contains course descriptions and sample examination questions in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The price is $2.50 per copy (20 percent discount for orders of five or more copies).

A Guide to the Advanced Placement Program discusses the objectives, offerings, and activities of the Advanced Placement Program. Copies are available on request.

Interpreting and Using Advanced Placement Examination Grades explains how the grades are determined and what they mean. The price is 25 cents per copy.

College Advanced Placement Policies, 1968, lists the Advanced Placement policies of more than 970 colleges. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grades the college will normally accept for advanced placement or credit, or both, in each of the Advanced Placement subjects. Also listed is the name of the person at each college to whom inquiries may be directed. The price is $1 per copy.

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Introduction

The Advanced Placement Program of the College Entrance Examination Board offers college-level course descriptions and examinations in 11 disciplines. Through these, secondary schools provide the opportunity for their stronger students to proceed meaningfully, at an appropriate pace, without their advanced achievement being ignored by the colleges of their choice.

The course descriptions and examinations are available in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. This leaflet is an example of one such course description; leaflets are also available in the other 10 subjects. A collection of all the course descriptions, together with a detailed account of their relationship to the Advanced Placement Program, is available under the title *1968–70 Advanced Placement Course Descriptions.*

In every subject the course description and the examination are established by a committee of school and college teachers. The course description is under constant review and is revised and republished every two years. Supplementary revisions are published when necessary.

The course description, discussed annually at the Advanced Placement Program conference held in each field of study, is the special responsibility of the rotating committee of examiners in the subject concerned. In every discipline the course descrip-

tion is the result of more than 10 years' debate and deliberation on the form of advanced preparation that can best be offered to stronger students in secondary schools to prepare them for advanced placement at college.

Each course description, therefore, provides a professional consensus at which schools can direct their efforts and from which colleges can anticipate the preparation that a candidate has received. Thus the course descriptions constitute the essence of the Advanced Placement Program and offer a way by which hundreds of schools and colleges can provide responsible, effective curricular articulation for thousands of able, ambitious students every year.

To this end the course descriptions are made sharp enough to convey a clear, professional meaning to a department chairman or curricular consultant. Yet, they are kept sufficiently loose and flexible to allow for the strengths and preferences of individual teachers in differing circumstances. And they are clarified further by the examination in each field. For the examination, in both form and content, affords another illustration of the nature of the advanced study that the examining committees have in mind. A limited supply of essay questions that have been used in the examinations may be purchased from Educational Testing Service, Princeton, New Jersey 08540.

The Advanced Placement Examinations are offered every May. They are three-hour examinations with the exception of the four Latin examinations, each of which is an hour and a half in length. The examinations are prepared by the committees and based on the course descriptions. The flexibility and choices of the course descriptions are mirrored in the examinations, while the professional consensus of what constitutes meaningful advanced preparation remains their constant objective.

All the examinations contain essay or problem-solving sections. They also contain multiple-choice questions to provide swift tests of subject matter, keep costs tolerable, and increase both the reliability and stability of the results—that is, the likelihood

that a student taking the examination in subsequent years would receive the same grade.

The examinations in each field are then read and graded by a committee of school and college teachers under the direction of a chief reader, a college professor chosen especially for this purpose. The chief reader sits with the committee in order to assure communication between the two groups and is responsible for transmitting and translating the examiners' expectations into the readers' grades.

These grades reflect the readers' professional judgment of the candidates' qualifications based on the course descriptions: 5–extremely well qualified, 4–well qualified, 3–qualified, 2–possibly qualified, 1–no recommendation.

Hence it is critically important that every teacher presenting candidates, and every college professor receiving them, be familiar with the examiners' expectations in each field, for they are the basis of the examination and therefore of the grade. It is to this end that this leaflet has been prepared.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; or from the appropriate College Board regional office:

Midwest: Hollace G. Roberts, Director
625 Colfax Street, Evanston, Illinois 60201
Northeast: Bernard P. Ireland, Director
475 Riverside Drive, New York, New York 10027
South: Robert E. Stoltz, Director
Sewanee, Tennessee 37375
Southwest: Harry M. Gerlach, Director
2813 Rio Grande Street, Austin, Texas
Mailing address: Box 7276, Austin, Texas 78712
West: Robert G. Cameron, Director
800 Welch Road, Palo Alto, California 94304

SPANISH

To be eligible for a course in preparation for the Advanced Placement Examination in Spanish, the student should have a basic knowledge of the language and culture of the Spanish-speaking peoples. He should have attained proficiency in listening comprehension, speaking, reading, and writing. He should be able to read modern Spanish of moderate difficulty without the aid of a dictionary and, using a dictionary, be able to read any given selection from classical or modern Hispanic literature. Finally, he should be prepared, through the study of selected works of acknowledged literary value (see the lists of authors on pages 185–186), to appreciate and discuss varied aspects of expression, such as style, imagery, and structure.

Course

To be eligible for advanced placement and credit in college, the student is expected to have completed the equivalent of work required in a one-year college course in the introduction to literature that covers selected works from the literatures of Spain and Spanish America. The function of such an advanced course in the school program, as well as in college, is to direct the student toward appreciation of content and perception of literary values. It is *not* conceived as a survey course of the entire field of either Spanish or Spanish-American literature. It is, however, recommended that representative readings be selected from several different genres (novel, essay, short story, drama, and poetry).

Reading list

In preparation for the examination, candidates should familiarize themselves with representative works of *six* writers from the following list:

Alarcón, Pedro A. de
Azuela, Mariano
Baroja, Pío
*Benavente, Jacinto
Blasco-Ibáñez, Vicente
*Darío, Rubén
Gallegos, Rómulo
García Lorca, Federico
Pérez Galdós, Benito
Unamuno, Miguel de

This list has been selected to establish a standard basis for examination and, at the same time, to provide the student with experience in depth and a reasonable spread across the chief literary currents of modern times.

In choosing six authors from the list above, the teacher should include at least two Spanish-American authors. These six authors should be studied in some depth, without undue concentration within a single literary period. At least one major work by each of these authors should be studied in detail, together with samplings of the writer's shorter works. This can be accomplished in part by supervised independent reading.

Reading in breadth should be developed by reading additional works from the first list, by reading authors from the supplementary list below, or by reading from both lists. Altogether, ten authors should be covered. In selecting authors from the following list, teachers should make sure that those chosen represent a variety of genres and historical periods.

Alegría, Ciro
Bécquer, Gustavo Adolfo
Buero Vallejo, Antonio
Casona, Alejandro
Cela, Camilo José
Delibes, Miguel

*Note that Jacinto Benavente and Rubén Darío now appear on the list of required authors, and Alejandro Casona and Rodolfo Usigli, on the supplementary list. Questions based on the writings of Benavente and Darío will first appear in the May 1969 Advanced Placement Examination in Spanish.

Fuentes, Carlos
Güiraldes, Ricardo
Guzmán, Martín Luis
Hernández, José
Jiménez, Juan Ramón
Machado, Antonio
Martí, José
Martínez Ruiz, José (Azorín)
Matute, Ana María
Neruda, Pablo
Ortega y Gasset, José
Palma, Ricardo
Paz, Octavio
Pérez de Ayala, Ramón
Quiroga, Elena
Quiroga, Horacio
Rivera, Jose Eustasio
Rojas, Manuel
Usigli, Rodolfo
Yáñez, Agustín

Obviously, there are many authors of merit not included in the second list, and teachers should feel free to make substitutions, provided they are at the literary level of the list as a whole.

Although all authors appearing on both lists belong to the nineteenth and twentieth centuries, the reading of works by authors of other periods, particularly the Golden Age, is strongly recommended. By requiring the reading of specific authors, the committee provides, to some extent, a common core of literary experience and feels that thereby a better examination can be written. The committee regularly reviews the reading lists and occasional changes are made.

Examination

The examination tests the following areas of the student's competence: comprehension of spoken Spanish, comprehension of texts in prose and verse, skill in writing expository and critical prose, and literary interpretation and analysis. Students are not permitted to use dictionaries or other reference works during the examination.

The approximate format of the examination is indicated below; sample questions and instructions are provided for all parts of the examination except the section that tests listening comprehension. The sample questions appearing here were drawn from a complete examination that was published as part of an article on Advanced Placement Spanish by John E. Englekirk,

chairman of the Spanish Advanced Placement Committee of Examiners, in the September 1967 issue of *Hispania*. A tape recording of the lecture included in that examination and a reprint of the article are available from: College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540. The cost of the tape recording is $6. Sets of five copies of essay questions from the most recently administered Spanish examination are also available from: College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. The cost of each set of five copies is $1. Teachers of Advanced Placement Spanish may also be interested in the article *New Developments in the Spanish Advanced Placement Program of the College Entrance Examination Board* by Albert R. Turner, in the May 1967 issue of *Hispania*.

Section I

The student will listen to and take notes on a tape-recorded lecture in Spanish of approximately 12 minutes in length. The lecture will deal with a Hispanic cultural or literary subject. The student will then be asked to answer 15 to 20 multiple-choice questions based on the content of the lecture.

Section II

PART A

Time—50 minutes

In this part the student is asked to read two poems and answer a series of questions about them. He may write in English or in Spanish.

Instrucciones: Lea Ud. con cuidado estos dos poemas. Luego, conteste-en el idioma en que Ud. mejor pueda expresarse (español o inglés)-a las cinco preguntas. No tendrá Ud. ninguna ventaja por escribir en español.

Viento

Cantan las hojas,
bailan las peras en el peral;
gira la rosa,
rosa del viento, no del rosal.
Nubes y nubes
flotan dormidas, algas del aire;
todo el espacio
gira con ellas, fuerza de nadie.
Todo es espacio;
vibra la vara de la amapola
y una desnuda
vuela en el viento lomo de ola.
Nada soy yo,
cuerpo que flota, luz, oleaje;
todo es del viento
y el viento es aire siempre de viaje.

Amanecer de otoño

Una larga carretera
entre grises peñascales
y alguna humilde pradera
donde pacen negros toros. Zarzas, malezas, jarales.
Está la tierra mojada
por las gotas de rocío,
y la alameda dorada,
hacia la curva del río.
Tras los montes de violeta
quebrado el primer albor.
A la espalda la escopeta,
entre sus galgos agudos, caminando un cazador.

Las preguntas números 1 y 2 se refieren al poema "Viento"; las preguntas 3 y 4 al poema "Amanecer de otoño"; y la pregunta número 5 trata de establecer una comparación entre los dos.

1. ¿Cuáles son los efectos del viento que describe el poeta en "Viento"?

2. ¿Cuál es la relación entre el poeta y el viento en el mismo poema?

3. ¿Qué indicios emplea el autor para establecer la hora del amanecer en "Amanecer de otoño"?

4. ¿Qué colores emplea el poeta y para qué efecto en "Amanecer de otoño"?

5. Compare o contraste los dos poemas teniendo en cuenta, por ejemplo, versificación (características formales como métrica, forma de estrofa, etc.), imágenes y efectos sensoriales, presencia del poeta, importancia de pensamiento o sentimiento, etc.

PART B

Time—75 minutes

Ten reading selections, one for each author on the required reading list, appear in this part. The student is instructed to choose a specific number of selections. After reading each one he will answer, in Spanish, the two accompanying questions.

Instrucciones: Escoja cuatro selecciones de las diez que siguen y conteste—*en español*—a las preguntas correspondientes.

Benito Pérez Galdós

Era doña Sales señora muy mirada, muy atenta a las conveniencias sociales, cuidadosísima de su persona, obedeciendo a cierta presunción decorosa, que más valiera llamar decencia. Aunque se estuviera muriendo, no se presentaba nunca al médico desgreñada y a medio arreglar. Según ella, si se viste a los cadáveres, también deben vestirse los enfermos. En esto era la señora la misma pulcritud, el decoro personificado, y aquella

tarde de la consulta, considerando ésta como un acto de etiqueta en las relaciones del enfermo con la sociedad, se hizo peinar con exquisito esmero sus cabellos blancos, en *bandós;*[1] se puso el corsé, prenda que no abandonaba sino cuando le era imposible soportarle, y la *bata*[2] de las solemnidades, de *raso*[3] negra con listas blancas. Antes aguantaría sin chistar los mayores dolores y molestias, que presentarse en facha innoble delante de personas extrañas. El día que le dieron el *Viático,*[4] se peinó de la misma manear, porque si rendía tributo a la idea religiosa, también *acataba*[5] la sociedad y la ciencia, dando al César lo que del César es. Hallábase, pues, como he dicho, sentada en su sillón, muy tiesa, muy aseñorada, muy convencida de que lo enfermo no quita lo decoroso, y de que debemos padecer y morirnos con las formalidades correspondientes a la clase a que pertenecemos.

1 *bandós:* braids
2 *bata:* housecoat
3 *raso:* a type of silk
4 *Viático:* part of the Last Rites of the Roman Catholic Church
5 *acatar:* to revere

1. Señale, comente y relacione los elementos realistas y humorísticos de que se vale el autor para darnos la imagen de doña Sales.

2. Compare a doña Sales con otro personaje galdosiano que en algo se le parezca.

PART C

Time—30 minutes

The student is asked to write a composition in Spanish of approximately 200 words on the indicated topic.

Instrucciones: Escriba Ud. *en español* un ensayo sobre el tema indicado:

"La tragedia surge del choque entre el hombre y alguna fuerza que no puede dominar; de hecho, no gira en torno a caprichos o accidentes triviales."

Comente las reacciones de dos personajes en situaciones trágicas, refiriéndose a dos obras de autores cuyas selecciones NO han sido elegidas por Ud. en "SECTION II, PART B."

In the College Board Advanced Placement Program, the only course description revised for 1969-70 is that for European History. The new edition is currently available.

Since the 1969-70 course descriptions for other subjects have not changed, we are continuing to use existing copies of the 1968-69 Course Description booklets for the present.

The information given on the back cover of this booklet is now obsolete. The examination date, the Conference dates and location, and the Committee of Examiners and Chief Reader for this subject may be found in the new edition of A Guide to the Advanced Placement Program.

6/69

1969 Advanced Placement Foreign Languages Conference:
June 26–28, University of Wisconsin. Richard Switzer, *chairman.*

1969 Advanced Placement Examination in Spanish:
Wednesday, May 14, afternoon session.

COMMITTEE OF EXAMINERS AND CHIEF READER IN SPANISH

John E. Englekirk, University of California at Los Angeles, *chairman*

Miguel Enguidanos, Indiana University

Thomas W. Kelly, Somerville High School, Somerville, N.J.

Seymour O. Simches, Tufts University

Mary Florence Steiner, Glenbrook High Schools, Northbrook, Ill.

Alfonso L. Tous, Chaminade High School, Mineola, N.Y.

Chief reader: Albert A. Sicroff, Queens College of The City University of New York

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